

express the continued support of the United States for Israel and for an undivided Jerusalem.

(12) The year 2007 marks the 40th anniversary of the reunification of Jerusalem.

SEC. 3. LOCATION OF UNITED STATES EMBASSY IN ISRAEL.

Not later than 180 days before recognizing a Palestinian state, the United States shall move the United States Embassy in Israel from Tel Aviv to Jerusalem.

SEC. 4. RECOGNITION OF ISRAEL AS UNDIVIDED CAPITAL OF ISRAEL.

The United States shall not recognize a Palestinian state until the international community resolves the status of Jerusalem by recognizing the city as the undivided capital of Israel.

SEC. 5. SENSE OF CONGRESS REGARDING FREEDOM OF WORSHIP.

It is the sense of Congress that the citizens of Israel should be allowed, as a fundamental human right recognized by the United States and United Nations General Assembly resolution 181 of November 29, 1947, to worship freely and according to their traditions.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 171—MEMORIALIZING FALLEN FIREFIGHTERS BY LOWERING THE UNITED STATES FLAG TO HALF-STAFF ON THE DAY OF THE NATIONAL FALLEN FIREFIGHTER MEMORIAL SERVICE IN EMMITSBURG, MARYLAND

Ms. COLLINS (for herself, Mr. BIDEN, Mr. MCCAIN, Ms. MIKULSKI, Mr. CARPER, and Mr. DODD) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 171

Whereas 1,100,000 men and women comprise the fire service in the United States;

Whereas the fire service is considered one of the most dangerous professions in the United States;

Whereas fire service personnel selflessly respond to over 22,500,000 emergency calls annually, without reservation and with an unwavering commitment to the safety of their fellow citizens;

Whereas fire service personnel are the first to respond to an emergency, whether it involves a fire, medical emergency, spill of hazardous materials, natural disaster, act of terrorism, or transportation accident; and

Whereas approximately 100 fire service personnel die annually in the line of duty: Now, therefore, be it

Resolved, That this year, the United States flags on all Federal facilities should be lowered to half-staff on the day of the National Fallen Firefighters Memorial Service in Emmitsburg, Maryland.

Ms. COLLINS. Mr. President. I rise to submit Senate Resolution 171 to memorialize our country's fallen firefighters by lowering U.S. flags to half-staff each year on the day of National Fallen Firefighters Memorial Service.

As a co-chair of the Congressional Fire Services Caucus, it is my honor to sponsor the tribute to some of America's bravest and most dedicated public servants. I am pleased that Senators BIDEN, MCCAIN, MIKULSKI, CARPER, and DODD have joined me in sponsoring this resolution.

More than a million men and women work in the fire service in the United States. They respond to more than 22 million emergencies every year, including not only fires, but accidents, medical emergencies, hazardous spills, and terror attacks.

And each year, about 100 of these brave firefighters die in the line of duty, often in circumstances too terrifying and agonizing for us to imagine. The sad toll in 2006 was 105 firefighters.

Recognizing the many dangers of our firefighters' profession and the essential public service that they selflessly provide, Congress has taken practical steps to ensure that firefighters possess the equipment and other resources needed to safely fulfill their many missions. For example, in 2001, Congress created the Assistance to Firefighters Grant Program, otherwise known as the Fire Act Grants, which fire departments—including many in Maine—have used to buy much-needed equipment and to fund training, health, and fitness programs.

Congress has also taken symbolic steps to honor the brave firefighters who have died in the line of duty. Under the leadership of our retired colleague senator Paul Sarbanes, Congress established the non-profit National Fallen Firefighters Foundation to honor America's fallen firefighters and to support their families.

The Foundation maintains the official national memorial to fallen firefighters in Emmitsburg, MD, and conducts an annual memorial weekend that draws thousands of firefighters and the families from around the country.

The memorial weekend, begun in 1982, will be held this year October 5 through 7, including a memorial service on Sunday, October 7.

The resolution I submit today would provide another demonstration of our respect and appreciation for our fallen firefighters. It would direct that flags on all Federal facilities would be lowered to half-staff each year on the day of the memorial service.

Our firefighters risk their lives every day for their fellow citizens. It is fitting that we offer this simple but richly symbolic tribute to all those firefighters who have given their lives in our defense.

SENATE RESOLUTION 172—COMMEMORATING THE 400TH ANNIVERSARY OF THE SETTLEMENT OF JAMESTOWN

Mr. WARNER (for himself and Mr. WEBB) submitted the following resolution; which was considered and agreed to:

S. RES. 172

Whereas the founding of the colony at Jamestown, Virginia, in 1607, the first permanent English colony in America, and the capital of Virginia for 92 years, has major significance in the history of the United States;

Whereas the Jamestown Settlement owed its survival in large measure to the compas-

sion and aid of the Native people in its vicinity;

Whereas Native Virginia people substantially aided the Jamestown colonists with food and supplies at times that were crucial to their survival;

Whereas the Native people served as guides to geography and natural resources, crucial assistance in the Virginia colonists' exploration of the Chesapeake Region;

Whereas the Jamestown Settlement brought people from throughout the Atlantic Basin together to form a society that drew upon the strengths and characteristics of English, European, African, and Native American cultures;

Whereas the economic, political, religious, and social institutions that developed during the first 9 decades of the existence of Jamestown continue to have profound effects on the United States, particularly in English common law and language, cross cultural relationships, manufacturing, and economic structure and status;

Whereas the National Park Service, the Association for the Preservation of Virginia Antiquities, and the Jamestown-Yorktown Foundation of the Commonwealth of Virginia collectively own and operate significant resources related to the early history of Jamestown;

Whereas, in 2000, Congress established the Jamestown 400th Commemoration Commission to ensure a suitable national observance of the Jamestown 2007 anniversary, and Congress commends the Commission's hard work and dedication;

Whereas Congress reminds all Americans of the importance of their country's history and founding at Jamestown; and

Whereas the 2007 observance of the founding of Jamestown commemorates the 400th anniversary of the first permanent English colony in America: Now, therefore, be it

Resolved, That the Senate commemorates the 400th Anniversary of the founding of the colony Jamestown in 1607 and urges all Americans to honor this seminal event in our Nation's history.

AMENDMENTS SUBMITTED AND PROPOSED

SA 965. Mrs. MURRAY submitted an amendment intended to be proposed by her to the bill S. 761, to invest in innovation and education to improve the competitiveness of the United States in the global economy.

SA 966. Mr. PRYOR (for himself and Mr. COLEMAN) submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 967. Mr. CHAMBLISS (for himself, Mr. GRAHAM, and Mr. COCHRAN) submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 968. Mr. COLEMAN submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 969. Mr. LEVIN (for himself, Ms. SNOWE, Ms. STABENOW, Mr. KERRY, Mr. ROCKEFELLER, and Mr. SCHUMER) submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 970. Mr. FEINGOLD submitted an amendment intended to be proposed by him to the bill S. 761, supra.

SA 971. Ms. CANTWELL submitted an amendment intended to be proposed by her to the bill S. 761, supra; which was ordered to lie on the table.

SA 972. Mr. BAYH submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 973. Ms. SNOWE (for herself and Mr. LEVIN) submitted an amendment intended to be proposed by her to the bill S. 761, supra.

SA 974. Ms. LANDRIEU submitted an amendment intended to be proposed by her to the bill S. 761, supra; which was ordered to lie on the table.

SA 975. Ms. LANDRIEU submitted an amendment intended to be proposed by her to the bill S. 761, supra.

SA 976. Mr. WARNER (for himself, Mr. WEBB, Mr. SMITH, Mr. KERRY, and Mr. PRYOR) submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 977. Mrs. MURRAY submitted an amendment intended to be proposed by her to the bill S. 761, supra.

SA 978. Mr. COLEMAN submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 979. Mr. KENNEDY submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

SA 980. Mr. ALEXANDER (for himself and Mr. BINGAMAN) submitted an amendment intended to be proposed by him to the bill S. 761, supra.

SA 981. Mr. LAUTENBERG (for himself and Mr. COCHRAN) submitted an amendment intended to be proposed by him to the bill S. 761, supra; which was ordered to lie on the table.

TEXT OF AMENDMENTS

SA 965. Mrs. MURRAY submitted an amendment intended to be proposed by her to the bill S. 761, to invest in innovation and education to improve the competitiveness of the United States in the global economy; as follows:

At the end of title II of division C, insert the following:

SEC. 3202. MATH SKILLS FOR SECONDARY SCHOOL STUDENTS.

(a) The purposes of this section are—

(1) to provide assistance to State educational agencies and local educational agencies in implementing effective research-based mathematics programs for students in secondary schools, including students with disabilities and students with limited English proficiency;

(2) to improve instruction in mathematics for students in secondary school through the implementation of mathematics programs and the support of comprehensive mathematics initiatives that are based on the best available evidence of effectiveness;

(3) to provide targeted help to low-income students who are struggling with mathematics and whose achievement is significantly below grade level; and

(4) to provide in-service training for mathematics coaches who can assist secondary school teachers to utilize research-based mathematics instruction to develop and improve students' mathematical abilities and knowledge, and assist teachers in assessing and improving student academic achievement.

(b) **DEFINITIONS.**—In this section:

(1) **ELIGIBLE LOCAL EDUCATIONAL AGENCY.**—The term “eligible local educational agency” means a local educational agency that is eligible to receive funds, and that is receiving funds, under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.).

(2) **MATHEMATICS COACH.**—The term “mathematics coach” means a certified or licensed teacher, with a demonstrated effectiveness in teaching mathematics to students with

specialized needs in mathematics and improving student academic achievement in mathematics, a command of mathematical content knowledge, and the ability to work with classroom teachers to improve the teachers' instructional techniques to support mathematics improvement, who works on site at a school—

(A) to train teachers to better assess student learning in mathematics;

(B) to train teachers to assess students' mathematics skills and identify students who need remediation; and

(C) to provide or assess remedial mathematics instruction, including for—

(i) students in after-school and summer school programs;

(ii) students requiring additional instruction;

(iii) students with disabilities; and

(iv) students with limited English proficiency.

(3) **SECONDARY SCHOOL.**—The term “secondary school” means a school that provides secondary education, as determined under State law.

(4) **SECRETARY.**—The term “Secretary” means the Secretary of Education.

(c) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section \$130,000,000 for fiscal year 2008 and such sums as may be necessary for each of the 3 succeeding fiscal years.

(d) **GRANTS AUTHORIZED.**—

(1) **IN GENERAL.**—From funds appropriated under subsection (c) for a fiscal year, the Secretary shall establish a program, in accordance with the requirements of this section, that will provide grants on a competitive basis to State educational agencies to award grants and subgrants to eligible local educational agencies for the purpose of establishing mathematics programs to improve the overall mathematics performance of secondary school students in the State.

(2) **LENGTH OF GRANT.**—A grant to a State educational agency under this section shall be awarded for a period of 4 years.

(e) **RESERVATION OF FUNDS BY THE SECRETARY.**—From amounts appropriated under subsection (c) for a fiscal year, the Secretary may reserve—

(1) not more than 3 percent of such amounts to fund national activities in support of the programs assisted under this section, such as research and dissemination of best practices, except that the Secretary may not use the reserved funds to award grants directly to local educational agencies; and

(2) not more than ½ of 1 percent of such amounts for the Bureau of Indian Education of the Department of the Interior to carry out the services and activities described in subsection (1)(3) for Indian children.

(f) **GRANT FORMULAS.**—

(1) **COMPETITIVE GRANTS TO STATE EDUCATIONAL AGENCIES.**—From amounts appropriated under subsection (c) and not reserved under subsection (e), the Secretary shall award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to provide subgrants to eligible local educational agencies to establish mathematics programs for the purpose of improving overall mathematics performance among students in secondary school in the State.

(2) **MINIMUM GRANT.**—The Secretary shall ensure that the minimum grant made to any state educational agency under this section shall be not less than \$500,000.

(g) **APPLICATIONS.**—

(1) **IN GENERAL.**—In order to receive a grant under this section, a State educational agency shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Sec-

retary may require. Each such application shall meet the following conditions:

(A) A State educational agency shall not include the application for assistance under this section in a consolidated application submitted under section 9302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7842).

(B) The State educational agency's application shall include assurances that such application and any technical assistance provided by the State will be guided by a peer review team, which shall consist of—

(i) researchers with expertise in the pedagogy of mathematics;

(ii) mathematicians; and

(iii) mathematics educators serving high-risk, high-achievement schools and eligible local educational agencies.

(C) The State educational agency will participate, if requested, in any evaluation of the State educational agency's program under this section.

(D) The State educational agency's application shall include a program plan that contains a description of the following:

(i) How the State educational agency will assist eligible local educational agencies in implementing subgrants, including providing ongoing professional development for mathematics coaches, teachers, paraprofessionals, and administrators.

(ii) How the State educational agency will help eligible local educational agencies identify high-quality screening, diagnostic, and classroom-based instructional mathematics assessments.

(iii) How the State educational agency will help eligible local educational agencies identify high-quality research-based mathematics materials and programs.

(iv) How the State educational agency will help eligible local educational agencies identify appropriate and effective materials, programs, and assessments for students with disabilities and students with limited English proficiency.

(v) How the State educational agency will ensure that professional development funded under this section—

(I) is based on mathematics research;

(II) will effectively improve instructional practices for mathematics for secondary school students;

(III) will improve student academic achievement in mathematics; and

(IV) is coordinated with professional development activities funded through other programs, including section 2113 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613).

(vi) How funded activities will help teachers and other instructional staff to implement research-based components of mathematics instruction and improve student academic achievement.

(vii) The subgrant process the State educational agency will use to ensure that eligible local educational agencies receiving subgrants implement programs and practices based on mathematics research.

(viii) How the State educational agency will build on and promote coordination among mathematics programs in the State to increase overall effectiveness in improving mathematics instruction and student academic achievement, including for students with disabilities and students with limited English proficiency.

(ix) How the State educational agency will regularly assess and evaluate the effectiveness of the eligible local educational agency activities funded under this section.

(h) **STATE USE OF FUNDS.**—Each State educational agency receiving a grant under this section shall—

(1) establish a peer review team comprised of researchers with expertise in the pedagogy